

Sample Proficiency Standard

There is wide variation in what, how much, and when core concepts in family and consumer education are introduced to students in Wisconsin schools. In some elementary schools, students learn core concepts through individual, family, and community action projects that are conducted by middle and high school students. However, with few exceptions, programs in family and consumer education begin in the middle school and not in the elementary school. Further, the programs at the middle school and high school levels often contain a combination of required and elective courses.

Therefore, the performance standards for family and consumer education are not grade specific. Rather, they indicate expectations of what students might do to show they have met the content standards at introductory, intermediate, and advanced levels of study. Level of study is determined by what, how much, and when core concepts in

family and consumer education are introduced to students.

With respect to the examples of student work shown here, although there are differences in the questions addressed in the plans, of most interest are the types of changes that occur in planning proficiency between the introductory, intermediate, and advanced levels of study. We all know people who approach life in a carefree manner without much attention to planning. However, most of us find that planning helps us accomplish goals and meet life and work tasks more resourcefully. Students are introduced to planning processes in family and consumer education in a variety of ways. For example, students engage in hands-on and laboratory experiences in the classroom where they plan and carry out individual, family, and community action projects. They also use planning to determine individual or team action in Future Homemakers of America programs (FHA/HERO) that are available in some schools.

FAMILY AND CONSUMER EDUCATION

C: Family Action

CONTENT STANDARD

Students in Wisconsin will understand and use reasoned action to address broad, continuing concerns of the family and to accomplish family goals.

D: Personal and Social Responsibility

CONTENT STANDARD

Students in Wisconsin will assume responsibility as family members and citizens, and take informed, socially responsible individual, family, and community action.

PERFORMANCE STANDARDS

C3 and D3 (combined): Students at the introductory, intermediate, and advanced levels of study develop individual, family, or community action plans designed to reach specific goals.

SAMPLE TASK

We have examined what it means to be a responsible family member and citizen. During the labs, we spent time practicing some of the skills individuals and families use when taking reasoned action. Finally, we have explored planning skills that help in achieving goals.

Challenge: Select a significant family-related concern or issue you would like to do something about. Write a one-to-two page action plan for a project that can be carried out over a six-to-nine week period. Outline the service you want to provide to address the concern. List your goals and answer questions connected to the planning process (what, why, who, when, where, how, cost, resources, and evaluation). Submit your written proposal for review. Be sure to include enough detail so the reviewer understands what you are proposing to do. There will be an opportunity to revise your plans based on the feedback you get from the reviewer. Optional: You may produce plans using the computer.

Your performance in planning will be judged by the extent to which you identify a significant family-related concern; give reasons to explain your selection of this concern; identify clear and realistic goals; address the identified concern in planning; and provide a complete plan.

SAMPLES OF STUDENT WORK

EXPLANATIONS OF RATINGS OF STUDENT WORK

Introductory Level of Study: *Proficient Example*

This example is from a student in an exploratory family and consumer education course. The plan provides an organized overview of the proposed project. There is enough detail to prompt reviewer questions for further thought. It meets the requirements of the assignment to plan a short-term service-learning project that focuses on an important concern of the family. The plan represents proficient but not advanced planning at the proposal stage. The planner identifies a workable project that is of personal interest and meets a local community need. The proposed action also has potential impact on the family unit. The plan establishes what will be accomplished and contains a checklist of things that need to be done. Although some consideration is given to finding available resources (people, places, publications, and funds), it is not clear that the planner understands the abilities, skills, and knowledge required to carry out these tasks. The plan identifies some participants but does not describe how they will be affected by the proposed action. Without a timetable it is unclear whether the plan is realistic.

Family Action Project

Problem

My family likes to camp and fish. We can't fish at some spots that we used to go to. In the past the Willow Race has been a very good trout fishing area. Then major floods came through and destroyed the good over head cover and caused major bank erosion. The Trout Unlimited group and DNR thought they should restore the fish habitat. They decided to put in luner structures to help improve the habitat and restore the number of trout in the Willow Race. This will improve fishing and the trout population will be healthy once again. Trout Unlimited and DNR are looking for volunteers to build 47 luner structures in the Willow Race.

Action Plan

- 1) Talk with my uncle and his friends about the problem.
- 2) Find out what is involved and how long the project will take.
- 3) Convince my family to spend a day working on this project with me.
- 4) Read up on how to build luner structures.
- 5) Figure out what it will cost to take lumber to the location.
- 6) Check to see if there are any community resources.
- 7) Arrange transportation to the Willow River Race parking lot.
- 8) Meet other volunteers on September 14 at 9:00 am at the parking lot.
- 9) Help assemble the luner structures.
- 10) It is a way for us to have fun working on something important. It is a way I could personally contribute my services in helping restore damage to the trout stream.

Reflection

- 1) Write down what happens and the results.
- 2) Think about next steps.

Sources

- 1) *Trout Stream Therapy*, by Robert L. Hunt, pages 1-74, published 1993
- 2) *Unit Construction of Trout Habitat Improvement Structures for Wisconsin Coulee Streams*, by David M. Vetrano, pages 1-35, published 1988
- 3) *Guidelines for Management of Trout Streams in Wisconsin*, by Ray White and Oscar Brynildson, page 64, published 1967
- 4) *Wisconsin Stream Habitat Management*, by Betty Les, published 1980

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Intermediate Level of Study:

Proficient Example

This example is from a student who is enrolled in a family and consumer education course and is also a member of a FHA chapter. The plan is well-organized and reasonably complete. It meets the requirements of the assignment to plan a short-term service-learning project that focuses on an important concern of the family. Although sketchy in places, it does address the main questions in planning. There is enough detail for the reviewer to grasp what the planner has in mind and to raise questions for further consideration. The goal is clear and seems realistic in this context. The plan represents proficient but not advanced planning at the proposal stage. The rationale reflects the planner's everyday experience and seems sincere, but seems to lack some of the conviction usually associated with high levels of personal and social responsibility and commitment. The fact that the planner's concerns focus on extreme examples reflects a relatively superficial understanding of young children's needs and the limits of a 45-minute lesson on this issue.

Staying Safe and Avoiding Danger

Rationale

Last month I saw Home Alone II. It was funny but it showed some dangerous things that can happen when children are left alone. At our FHA chapter meeting we read the story, *Try Again Red Riding Hood*. It was written by children about keeping safe. Our chapter is doing peer education in 2nd grade this fall. I decided to do a benevolent action project in F.C.E. on what children can do if they are home alone and start feeling scared.

Concerns

Some of my concerns about this problem are that somebody could get hurt choking or get locked outside in the cold or accidentally start a fire. What if a stranger comes to the door?

Goals

My goal is to go to Mr. D's 2nd grade class and teach some safety rules to follow if they are home alone. I want to take direct action that helps other people first hand. This will help me develop leadership skills which is something we are learning about in FHA.

Plan

To research the topic and teach 2nd graders how to stay safe and avoid danger

what:

45 minute presentation on staying safe and avoiding danger to 2nd grade class

who:

2 classmates will help me in the classroom

how:

gather information on how to stay safe and avoid danger
rent & watch video from public library
make a lesson plan
find or make activities 2nd graders like to do
get friends in class to help me try out the activities

when & where:

end of October in the elementary school annex

resources:

Zing and Zip: The Troggs of Wongo Wongo Wood, for children by Sue Gordon & Sandy Litt
Trust Your Feelings, book of activities for teachers.
Feeling Safe, tape of 9 songs about staying safe

Follow-up Response

Write down how to improve my project next time
Check with Mr. D to see what the 2nd graders learned

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Advanced Level of Study:
Proficient Example

This example is from a student enrolled in a required course in family and consumer education that focuses on family relationships. The plan is well-organized and relatively complete for planning at the proposal stage. There is sufficient detail for the reviewer to grasp what the planner is proposing to do. The planner specifies personal interests and seems appropriately cautious given the current limits of knowledge and skill described in the plan. The planner seems willing to invest the time and energy needed to develop the skills related to volunteering in this situation. This goes beyond the requirements of a short-term service-learning project and probably reflects a deeper understanding of potential consequences and the seriousness of the issues. Several information search strategies are mentioned. The planning is proficient but not advanced. More attention is given to activities and details than on defining the concern and its significance. It is not clear how the fourth goal will be addressed.

Action Plan: “Breaking the Cycle”

1. How I got interested?

I want to do something that has a positive impact on children. In class we have been reading about strong family relationships. Ideas about domestic abuse are on the news every night because of publicity about a trial. The TV alerts on abuse gave telephone numbers that victims can call for help. I called the number of a shelter in town to get some ideas for my project and talked to the Director.

She told me that the shelter tries to break the cycle of abuse. Some children from violent homes think force is the only way to solve problems. Maybe she could talk about this to our class. When I asked if I could do something, she said they needed volunteers to help with child care when the mothers go to counseling. The shelter needs money to buy toys, personal items, and clothes because sometimes victims leave home with only the clothes they are wearing. Maybe our class could sponsor a fund raiser. The flyer on protective behaviors led me to think we could do a domestic awareness month and publicity campaign on nonviolence.

2. What resources are available to me?

After talking with my teacher and some friends in class, the librarian gave me the number for an organization that provides information about working with children from abusive homes. The woman I talked to said that some of these children have behavior problems.

I like the idea of doing volunteer work with children. I have worked with a lot of children in the past - babysitting, tutoring, and teaching in the primary school. I like them and they seem to like me too. It worries me that I won't know what to do if there are problems.

3. What I want to do?

I chose to volunteer at the shelter because I can develop and use child development skills. The goals for my project are

- To help care for children at the shelter.
- To show understanding for victims of abuse.
- To develop skills for working with children.
- To promote awareness of signs of abuse.

4. How will I do it?

My plan is to learn as much as I can - talk with people who work at the shelter, do some more reading about the topic, observe the children, and get training. Then I can plan some fun activities. The librarian said she'd help me get information from the internet. I plan to keep a journal.

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ADVANCED LEVEL OF STUDY:
PROFICIENT EXAMPLE, Continued

When & Where	Activities	Who	Resources
September	1. Meet with & get approvals from parents teacher, & administrator	CS, parents teacher, adm	
	2. Earn money baby-sitting to pay costs	CS	
	3. Get bus schedule, find out how long it takes	CS	bus pass
shelter	4. Call Director at shelter to volunteer		
	5. Schedule & prepare for interview, meet with Director about my responsibilities & expectations	CS & Dir	
shelter	6. Check with parents' schedules	CS, parents	
	7. Set up date, get copy of observation form from teacher, observe at shelter	CS, Dir	
	8. Get folder from teacher & read more about abuse	CS	folder
October	9. Schedule training session & attend talk with teacher	CS, trainer	no cost
shelter	10. Set up dates at shelter & provide child care	CS	
shelter	11. Discuss with staff, plan activities (songs, role-plays, games, stories, art, food activities), check with teacher about making things in class		supplies
school	12. Keep journal	CS	journal
shelter	13. Talk with trainer if there are problems	CS, trainer	
December	14. Meet with the Director at end of the project	CS, Dir	
shelter			
school	15. Write report, present to class, interview with teacher to discuss what I learned	CS, teacher	
5. How will I know how I'm doing?			
-Talk about plan with teacher			
-Keep a journal			
-Talk to staff at shelter if there are problems			
-See if children like activities			